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**PLEASE BRING YOU AGENDA OF OCTOBER 26, 1993 AND  
NOVEMBER 9, 1993 FOR TODAY'S SECOND READING ITEMS.**

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
**ACADEMIC SENATE**

**Academic Senate Agenda  
November 16, 1993  
UU 220 3:00-5:00 p.m.**

- I. Minutes: none.
- II. Communication(s) and Announcement(s):  
If you are interested in serving as Academic Senate Secretary-elect, please contact the Senate office (1258) as soon as possible. Assigned time is available for this position.
- III. Reports:
  - A. Academic Senate Chair
  - B. President's Office
  - C. Vice President for Academic Affairs' Office
  - D. Statewide Senators
  - E. CFA Campus President
  - F. ASI Representatives
- IV. Consent Agenda:
- V. Business Item(s):
  - A. Resolution on Promoting Sensitivity of Diversity Issues-Armstrong/Dubbink/Fetzer, second reading (p. 3 of this agenda).
  - B. Resolution on Promoting Representation at Cal Poly-ibid, second reading (p. 4 of this agenda).
  - C. Resolution on Establishing the Educational Equity Commission as a Standing University-wide Committee-ibid, second reading (pp. 5-7 of this agenda).
  - D. Resolution on Programs to be Reviewed During 1993-1994, second reading (p. 8 of this agenda).
  - E. Curriculum proposals-Morrobel-Sosa, Chair of the Curriculum Committee, second reading (pp. 2-13 of your 11/9/93 agenda).
  - F. Resolution on Department Name Change for the Industrial Engineering Department-Freeman, second reading (pp. 62-66 of your 10/26/93 agenda).
  - G. Resolution on Faculty Evaluations-ASI representative, second reading (p. 12 of your 10/26/93 agenda).
  - H. Resolution on 1992-1993 Program Review Findings, Recommendations, and Responses-Heidersbach, second reading (pp. 13-61 of your 10/26/93 agenda).
  - I. Resolution on Faculty Input into Policy Changes-Greenwald, second reading (p. 67 of your 10/26/93 agenda).
  - J. Resolution on Evaluation of College Deans or Equivalent Administrators-Terry, Chair of the Personnel Policies Committee, second reading (pp. 14-17 of your 11/9/93 agenda).
  - K. Resolution on Vote of Confidence for Administrators-Terry, Chair of the Personnel Policies Committee, second reading (pp. 18-23 of your 11/9/93 agenda).

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- L. Resolution on Cal Poly Instructional Computing Strategic Plan: A Networked Instructional Environment"-Mueller, Past Chair of the IACC, second reading (pp. 24-29 of your 11/9/93 agenda).
- M. Resolution on Definitions of Professional Programs, Technical Programs, and Significant Majority-Nulman, Chair of the Long-Range Planning Committee, second reading (p. 30 of your 11/9/93 agenda).
- N. Resolution on Modification of Resolutions AS-268-88/BC and AS-394-92/BC on Budget Information Reporting-Carnegie, Chair of the Budget Committee, second reading (pp. 31-33 of your 11/9/93 agenda).
- O. Resolution on Department Designation Change for the Architecture Department-Bagnall/Cooper, Directors for the Architecture Department, first reading (pp. 9-12 of this agenda).

VI. Discussion Item(s):

VII. Adjournment:

Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- -93/  
RESOLUTION ON  
PROMOTING SENSITIVITY of DIVERSITY ISSUES

- WHEREAS, Section 5 of the "Strategic Plan for Cal Poly" states, "Diversity enhances the quality of life and education for all members of the Cal Poly community"; and
- WHEREAS, Section 5 of the "Strategic Plan for Cal Poly" further states, "to achieve a truly integrated multicultural campus, members of the faculty, staff, and student body must participate in academic and cultural programs that promote the sensitivity, understanding, and appreciation necessary for the successful attainment of this ideal"; and
- WHEREAS, The "WASC Draft Statement on Diversity" (July 29, 1993) states, "Such changes are often awkward and sometimes difficult. But these changes also bring new intellectual challenges and can contribute mightily to educational quality by offering a more profound understanding of ourselves and our world and an education of greater relevance in a multicultural society"; therefore, be it
- RESOLVED: That the Academic Senate support the creation of a sensitivity task force whose responsibilities include events such as campus-wide workshops held regularly for all faculty, staff, and students which promote the sensitivity and skills necessary for integrating a multiculturally diverse campus; and, be it further
- ~~RESOLVED: That academic departments encourage student projects that provide practical research or activities which aid appreciation and/or implementation of diversity goals at Cal Poly; and, be it further~~
- RESOLVED: That the university, colleges, and departments actively support the efforts of various campus entities that contribute to Cal Poly's education on diversity, such as the Center for Women & Ethnic Issues and underrepresented student groups, with financial support for speakers and programs as well as encouraging faculty to volunteer their participation with these groups; and, be it further
- RESOLVED: That a "Multicultural Visiting Professors Program" be funded wherein distinguished faculty from underrepresented groups be invited to Cal Poly as visiting professors. (These faculty could be offered positions for one to three quarters to teach classes, lead seminars, serve as advisors to students, serve as a resource in recruitment of underrepresented faculty, and participate in campus conferences and talks.) Faculty from all disciplines should be considered.

Proposed by the Diversity Summer Task Force  
September 7, 1993  
Revised October 7, 1993  
Revised November 1, 1993

Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- 93/  
RESOLUTION ON

~~TARGETING UNDERREPRESENTED POPULATIONS~~ PROMOTING REPRESENTATION AT CAL POLY

- WHEREAS, Throughout this past decade, the State of California has been reviewing and implementing state policies to increase the participation of its growing ethnic populations;
- ~~WHEREAS, The Strategic Plan for Cal Poly, Section 5, defines diversity in terms of "differences in age, country of origin, creed, economic background, ethnicity, gender, physical ability, race, and sexual orientation"; and~~
- WHEREAS, The Strategic Plan for Cal Poly, Section 5.2, further states that "the composition of the Cal Poly community shall reasonably reflect the cultural diversity of those Californians qualified for enrollment or employment at Cal Poly"; and
- WHEREAS, There is a disturbingly low representation of African-American, Latino-American, and Native-American students currently enrolled at Cal Poly; and,
- WHEREAS, There is a disturbingly low representation of African-American, Latino-American, Native-American, Asian-American individuals ~~and women faculty~~ employed at Cal Poly; and
- WHEREAS, There is a disturbingly low representation of women faculty employed in tenure/track positions at Cal Poly; and,
- WHEREAS, Other institutions of higher education (e.g. UCLA's graduate programs) have focused their attention on those groups most seriously underrepresented; and
- WHEREAS, A common response from individuals of these underrepresented groups who have left Cal Poly indicates "cultural isolation" and "lack of content" in Cal Poly's environment as significant reasons for their leaving; and
- WHEREAS, In an effort to promote the representation of these underrepresented groups and to create a community environment which enhances their success and sense-of-belonging; therefore, be it
- RESOLVED: That the university and its departments make a concerted effort to attract and retain students, faculty, and staff from those ethnic and gender groups which remain underrepresented; and, be it further
- ~~RESOLVED: That departments be encouraged to target individuals from these underrepresented groups in their diversity efforts; and, be it further~~
- ~~RESOLVED: That departments which have a low representation of women faculty in tenure/track positions, also include women as a target population in their hiring efforts.~~

Proposed by the Diversity Summer Task Force  
September 7, 1993  
Revised October 7, 1993 and November 1, 1993



Adopted:

**ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California**

**AS- -93/  
RESOLUTION ON  
ESTABLISHING THE EDUCATIONAL EQUITY COMMISSION  
AS A STANDING UNIVERSITY-WIDE COMMITTEE**

After several meetings between the Academic Senate and concerned students, it was agreed that a summer task force would be formed (three faculty and three students) to draft recommendations for implementing diversity goals during the 1993-1994 academic year.

In support of the "Implementation Strategies for the Educational Equity Goals and Objectives of the Strategic Planning Document" prepared by the Educational Equity Commission during Spring 1992, and in compliance with Section 5 DIVERSITY of the Cal Poly Strategic Plan, the following recommendations are set forth.

- WHEREAS, Numerous activities and efforts have been made by various campus constituencies to develop and maintain an integrated multicultural university community, but these efforts have not always had far-reaching effects because the activities and services have not been centralized; and
- WHEREAS, Centralization of efforts would promote efficiency and understanding across the campus of diversity activities and their successes as well as reduce duplication of efforts; and
- WHEREAS, In support of the recommendation in the "Implementation Strategies for the Educational Equity Goals and Objectives of the Strategic Planning Document" report prepared by the Educational Equity Commission during Spring 1992 (page 29), which recommends that the Educational Equity Commission be established as a standing university-wide committee charged with the promotion and advancement of educational equity and diversity goals at Cal Poly; therefore, be it
- RESOLVED: That the Equal Opportunity Advisory Council remain intact as an advisory body to the President on employment issues related to affirmative action and equal opportunity as prescribed in the Campus Administrative Manual; and, be it further
- RESOLVED: That the Educational Equity Commission exist as a body of campus representatives charged with the responsibility of coordinating and facilitating the creation of a multicultural, multiracial campus that is committed to providing a nurturing, supportive environment conducive to the success of all students, faculty, and staff. The Commission shall develop and recommend policies and programs to the Vice President for Academic Affairs and the Deans' Council to achieve educational equity goals and objectives; and, be it further

AS- -93/  
RESOLUTION ON  
ESTABLISHING THE EDUCATIONAL EQUITY COMMISSION  
AS A STANDING UNIVERSITY-WIDE COMMITTEE  
Page Two

RESOLVED: That the Educational Equity Commission be charged with the following responsibilities:

1. Gather information for overview of diversity activities and issues. This includes the hiring, retention, and promotion of underrepresented faculty, staff, and administration; outreach, recruitment, retention, and graduation of a diverse student body; education of the Cal Poly community on cultural and gender issues; and development of a multicultural curriculum;
2. Provide coordination on diversity activities;
3. Share information on diversity activities and issues;
4. Measure what's successful and what's not on diversity activities;
5. Avoid unnecessary duplication of efforts on diversity;
6. Identify areas in need of additional effort and support;
7. Publicize successful diversity activities; and
8. Promote university-wide programs which can provide the personnel, fiscal and physical resources to assist academic units and student organizations in their pursuit of equity and diversity goals, including the Foundation and alumni sources.

and, be it further

RESOLVED: That the Education Equity Commission work in consultation with each academic and administrative unit on campus as the units set and evaluate the achievement of education equity and diversity goals and objectives. Such goals shall include, but not be limited to, those relating to:

- recruitment, hiring, development and retention of underrepresented faculty and staff;
- recruitment and admission of underrepresented students;
- progress toward graduation and graduation rates of underrepresented students;
- inclusion of multicultural issues in the curriculum (including student projects);
- effectiveness of programs and efforts to achieve campus-wide sensitivity towards diversity issues and underrepresented students;

and, be it further

RESOLVED: That the evaluations be forwarded to the President, Vice President for Academic Affairs, and the Deans' Council as input on resource allocation, so achievement of diversity goals may be appropriately rewarded; and, be it further

AS- -93/  
RESOLUTION ON  
ESTABLISHING THE EDUCATIONAL EQUITY COMMISSION  
AS A STANDING UNIVERSITY-WIDE COMMITTEE  
Page Three

- RESOLVED: That the membership of the Educational Equity Commission be as follows:
1. one faculty representative from each college nominated by the Academic Senate;
  2. one representative from the Academic Deans' Council;
  3. one representative from the Staff Council;
  4. the Director of Affirmative Action;
  5. the Director of Ethnic Studies;
  6. one representative from the Cal Poly Foundation; and
  7. one ASI student representative chosen from among the cultural clubs;
  8. one representative from Student Affairs;

and, be it further

- RESOLVED: That the Educational Equity Commission receive adequate funding and clerical support in order to provide the centralization of information and services recommended by this resolution.

Proposed by the Diversity Summer Task Force  
September 7, 1993  
Revised October 7, 1993

Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- -93/  
RESOLUTION ON  
PROGRAMS TO BE REVIEWED DURING 1993-1994

WHEREAS, The Program Review and Improvement Committee of 1992-1993 recommended the following departments for review during 1993-1994: Agricultural Education, Agricultural Engineering/AET, Art and Design, Biological Sciences, Construction Management, Dairy Science, Industrial Engineering, Industrial Technology, Journalism, Landscape Architecture, Liberal Studies, Ornamental Horticulture, Physical Education and Kinesiology, and the University Center for Teacher Education; and

~~WHEREAS, These departments were identified using a variety of criteria (programs for which accreditation is possible but is not being pursued, first-time freshman SAT scores, first-time freshman reported GPA, number of applications, number admitted of those that applied, SCU-generated/taught, and SCU/faculty); and~~

~~WHEREAS, Indicators considered but found to be inapplicable were: gender, grading distribution, diversity, and time to graduation; and~~

~~WHEREAS, The quantitative data used was from Institutional Studies and the financial data from Academic Resources; and~~

~~WHEREAS, All parties undergoing review will have the opportunity to discuss the data with the Program Review and Improvement Committee; and~~

WHEREAS, The Academic Senate Executive Committee endorses the recommendation and concurs with the departments identified therein for review; therefore, be it

RESOLVED: That the following programs be reviewed by the Program Review and Improvement Committee during the 1993-1994 academic year:

Agricultural Education  
Agricultural Engineering/AET  
Art and Design  
Biological Sciences  
Construction Management  
Dairy Science  
Industrial Engineering  
Industrial Technology  
Journalism  
Landscape Architecture  
Liberal Studies  
Ornamental Horticulture  
Physical Education and Kinesiology  
University Center for Teacher Education

Proposed by the Academic Senate  
Executive Committee  
April 27, 1993  
Revised November 2, 1993



Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- -93/  
RESOLUTION ON  
DEPARTMENT DESIGNATION CHANGE FOR THE  
ARCHITECTURE DEPARTMENT

- WHEREAS, The Architecture Department requests that its department's designation be changed to the SCHOOL OF ARCHITECTURE; and
- WHEREAS, The request for a department designation change has been approved by the College of Architecture and Environmental Design Department Head's Council; the Dean of the College of Architecture and Environmental Design; the Dean's Council; and the Vice President for Academic Affairs; therefore, be it
- RESOLVED, That the name of the Architecture Department be changed to THE SCHOOL OF ARCHITECTURE

Proposed by: The Architecture Department  
July 15, 1993

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Date: October 15, 1993

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DRAFT

## **DESIGNATION CHANGE: A CHARTER FOR THE SCHOOL OF ARCHITECTURE**

### **I. BACKGROUND**

The Architectural Engineering Department was established in 1948 within the School of Engineering. In 1952, the Architecture Program was formed, separate from the Architectural Engineering Department.

In the intervening years, conditions evolved which required that both departments move out from the under the "umbrella" of the Engineering School. The School of Architecture and Environmental Design was formed to accommodate Architecture, Architectural Engineering, and City and Regional Planning and has grown to include Landscape Architecture and Construction Management. In 1992 the School became a "College" to more accurately reflect its size, enrollment and diversity of degree offerings.

The Architecture Department has developed a highly regarded and nationally recognized "school" of thought - a unique, "professionally focused" curriculum - which has helped it to attain the stature normally associated with the "school" designation.

Now, in order for the Architecture Department to better accomplish its mission - which is to:

- a. better involve constituencies of degree programs and expanding special study options within degrees in the decision-making process;
- b. better support the individual needs of a diverse student, faculty and staff population; providing diverse and comprehensive educational opportunities; and
- c. more accurately reflect its existing structure, a program with a director and semi-autonomous sub-units offering two degrees and five special study options (with others currently in the planning stage); and to operate at a par with other large, diverse architecture programs within the United States, the Cal Poly Architecture Department shall be designated "School of Architecture." (It should be noted that this is a designation change only. It is **not** the intention to reorganize the Architecture Department into a School of Architecture within which reside individual Departments.)

### **II. STATEMENT OF VALUES**

The School of Architecture supports the Cal Poly Strategic Planning Document which reads in part: "By the end of Fall Quarter 1992, Cal Poly shall recommend a

governance structure which involves constituencies in the decision-making process."

The School of Architecture also supports the College of Architecture and Environmental Design Goals which read in part: "The CAED shall promote an environment that positively influences, guides, and supports the individual educational needs of a diverse student, faculty, and staff population; and emphasizes a teaching/learning/personal growth process that encourages the School's unique close relationship between students and faculty."

The School of Architecture retains the Architecture Department Goal and Educational Objective which reads in part: "To provide diverse and comprehensive educational opportunities for persons preparing to serve society as responsible, creative professionals involved in problem recognition, problem analysis and problem solving."

### III. SUMMARY OF GOALS

The Architecture Department wishes to maintain its size and increase the diversity of its course offerings, while enhancing its ability to effectively manage itself. The Department wishes to maintain its size in order to: maintain the quality and diversity of the program, faculty and students required to support the university's goals for Educational Equity and Affirmative Action; support the College's "Goal C" pertaining to the needs of a diverse student, faculty and staff population; support the School's Goal and Educational Objectives pertaining to providing a diverse and comprehensive education; and respond to overwhelming demand by society, students, employers and the region. To increase efficiency within such a large department and to support the University's goals pertaining to governance and collegiality, a new organizational structure has been adopted. The Director is assisted by an Advisory Board representing each of the six instructional areas in the School.

### IV. OPPORTUNITY SOUGHT

The "School" designation is consistent with the name commonly applied to similar diverse and large programs in the United States. The Cal Poly School of Architecture is the largest accredited undergraduate architecture program in North America. Of the fifteen largest architecture programs in North America, only two have the designation of "department." The program's diversity is reflected in the fact that the School of Architecture currently offers two professional degree programs (BArch and MSArch) and is initiating a new integrated BArch/MBA program. The undergraduate and graduate programs are comprised of a number of fifth year concentrations and graduate special study areas with the near-term proposed addition of new programs such as Interior Architecture. The Graduate Program has an overall enrollment of 38 students, while the Undergraduate Program has an overall enrollment of 826 students.

The School of Architecture offers a professional program leading to registration and licensure. Professional programs of this type (i.e., law and medicine) are normally designated "schools."

The only professional association of architecture programs in North America is entitled the "Association of Collegiate Schools of Architecture" (ACSA). Our program's stature within that organization will be greatly enhanced through this name change.

As the School of Architecture moves more aggressively into the area of fund raising and development, the prestige associated with the "School" designation will be recognized by potential philanthropic and private donors.

Under the "School" designation, a more efficient management plan is made possible whereby more governing authority can be delegated to subunits within the School without requiring additional resources, or additional levels of personnel review.

The departmental model required that the entire faculty (40-50 full- and part-time faculty) be assembled to advise on administrative decisions, address scheduling problems, implement budget changes, and/or other crucial areas of departmental administration. When response time did not permit assembling the entire faculty, the department head was forced to act without appropriate input. The current "School" management model enhances faculty communication and offers an avenue of representation for specialty areas within the discipline. A small group of faculty representatives, or "associate directors," currently hold both regular and emergency meetings to fully represent the faculty in the decision-making process. Without creating an additional layer of supervision or personnel review and without investing the "associate directors" with fiscal or management authority, the advisory body is able to provide the Director with valuable input on policies related to scheduling, budget allocations, admissions, productivity, curriculum, workload, facility utilization, professional development, and management policy.

## V. IMPLEMENTATION

The Department of Architecture proposes approval of this Charter in time for the Spring 1994 NAAB accreditation visit.



8 Nov - Senate 11/10/93  
Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- -93/PPC  
RESOLUTION ON  
EVALUATION OF COLLEGE DEANS OR  
EQUIVALENT ADMINISTRATORS

- WHEREAS, The dean/equivalent administrator has primary responsibility for leadership of the college/equivalent academic unit in the allocation and utilization of financial resources, quality of academic programs, admission and dismissal of students, appointment, retention, tenure and promotion action, long-range direction of the college/equivalent academic unit, development of external financial resources and the representation of the college/equivalent academic unit both internal to the university and to external constituents; and
- WHEREAS, The faculty of a college/equivalent academic unit are directly affected by the dean/equivalent administrator's performance in meeting these responsibilities; and
- WHEREAS, The dean/equivalent administrator's evaluation by the faculty is utilized for the purpose of providing evaluative information to the dean/equivalent administrator and the Vice President for Academic Affairs; and
- WHEREAS, Each probationary and tenured faculty member, regardless of time base, including those persons in the Faculty Early Retirement Program (FERP), has a professional responsibility to complete the evaluation form in order to provide useful and timely input to the Vice President for Academic Affairs; and
- WHEREAS, The Vice President for Academic Affairs evaluates the deans/equivalent administrators every three years; therefore, be it
- RESOLVED: That the attached evaluation form be adopted for use by the faculty in evaluating the dean/equivalent administrator of each college/equivalent academic unit annually; and, be it further



RESOLUTION ON EVALUATION OF COLLEGE DEANS  
OR EQUIVALENT ADMINISTRATORS  
AS- -93/PPC  
Page Two

- RESOLVED: That the Library may develop an evaluation form appropriate for its use subject to the approval of the Academic Senate and the Vice President for Academic Affairs; and, be it further
- RESOLVED: That the Academic Senate recommend that said evaluation results be ~~a major part of~~ carefully considered by the Vice President for Academic Affairs in her/his evaluative consideration of each dean/equivalent administrator; and, be it further
- RESOLVED: That the Vice President for Academic Affairs report to each college/equivalent academic unit's faculty the number and percentage of faculty in that college/equivalent academic unit that responded to the dean/equivalent administrator's evaluation and that a summary of the evaluation results be placed in the dean/equivalent administrator's personnel file.

Proposed by the Academic  
Senate Personnel Policies  
Committee  
Revised November 9, 1993

## ANNUAL EVALUATION OF COLLEGE DEANS and EQUIVALENT ADMINISTRATORS

Faculty completion of this evaluation form is of utmost importance if it is to be given serious consideration by the Vice President for Academic Affairs in his evaluation of the dean/equivalent administrator. Good performance should be recognized and inadequate performance should be identified.

**DEAN/EQUIVALENT ADMINISTRATOR:** \_\_\_\_\_

Please rate your dean/equivalent administrator's performance this academic year, using the scales provided for each item. ~~Respond on the enclosed scantron form.~~

**Scale: Outstanding=A, Good=B, Fair=C, Poor=D, Not Applicable=E, Not Observable=F**

- |   |             |
|---|-------------|
| 1. Engages in effective strategic planning  | A B C D E F |
| 2. Promotes improvements in goals, objectives, policies and procedures  | A B C D E F |
| 3. Supports and recognizes professional development and accomplishments of faculty  | A B C D E F |
| 4. Recognizes and rewards faculty service   | A B C D E F |
| 5. Recognizes and rewards excellence in teaching  | A B C D E F |
| 6. Recognizes and rewards effective student advising  | A B C D E F |
| 7. Effectively advocates college/equivalent academic unit's positions and concerns to the university administration                           | A B C D E F |
| 8. Encourages and supports affirmative action and cultural diversity in recruiting and retention of high quality faculty, staff, and students | A B C D E F |
| 9. Demonstrates sensitivity to student needs in a multi-cultural educational environment  | A B C D E F |
| 10. Fosters effective communications with alumni and community  | A B C D E F |
| 11. Administers established policy fairly   | A B C D E F |
| 12. Adequately explains decisions which reverse or modify established college/department policy   | A B C D E F |
| 13. Makes reasoned decisions in a timely manner   | A B C D E F |
| 14. Plans and allocates budget resources openly and fairly  | A B C D E F |
| 15. Provides faculty with periodic (at least annually) reports of the allocations and uses of funds   | A B C D E F |
| 16. Actively seeks supplemental financial support for new and existing programs   | A B C D E F |
| 17. Manages personnel relations effectively   | A B C D E F |
| 18. Handles conflicts and differences diplomatically and effectively  | A B C D E F |
| 19. Communicates effectively  | A B C D E F |
| 20. Solicits input and consults with faculty when appropriate   | A B C D E F |
| 21. Is willing to consider alternative points of view   | A B C D E F |
| 22. Provides opportunities to make her/himself available to the faculty   | A B C D E F |
| 23. How do you rate the dean/equivalent administrator overall   | A B C D E F |

**Please provide written comment in response to the following:**

24a. Please describe any actions by your dean/equivalent administrator that you have been especially pleased with during the year:

24b. Please describe any actions by your dean/equivalent administrator that you have been especially displeased with during the year:

25. What suggestions do you have for how your dean/equivalent administrator could improve her/his functioning:

Miss - Sen 11/16/93

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
MECHANICAL ENGINEERING DEPARTMENT**

Jim G. LoCascio

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**Fall 1992 Diversity Enrollment**

**College of Engineering**

GROUP	PERCENTAGE	
AMERICAN INDIAN	.7%	
ASIAN	25.4%	
BLACK	2.4%	
LATINO	15.8%	
WHITE	53.0%	
OTHER	2.8%	

*Final 11/16/93*

## DEFINITIONS

### Affirmative Action:

Positive actions initiated by an employer to ensure equal employment opportunities exist for minorities, women, and Americans with disabilities. Positive action generally is directed toward two major areas: (1) Affirmative Action to identify and remove artificial barriers which may be built into personnel policies and procedures, and (2) recruiting activities designed to ensure minorities, women, and Americans with disabilities are aware of employment opportunities and become part of the applicant pool.

### Diversity:

(WASC Statement on Diversity, July 29, 1993.) "...Beginning in the decade of the 1960s, diversity was used to describe students from historically underrepresented ethnic groups...Shortly thereafter, diversity was applied...to the faculty, administration and board of trustees...Diversity is difficult, if not impossible, to define in words that fully satisfy...the Commission finds it useful to think of diversity in higher education today as having three vital and related dimensions: 1) representation [race, ethnicity, socio-economic class, gender, age, religious belief, sexual orientation, disability], 2) community on campus [the character and interaction of people of different backgrounds and characteristics], 3) group membership and identification [the extent to which group differences and affiliations should be recognized and affirmed by colleges and universities].

### Educational Equity:

(This is a broad and encompassing definition of Educational Equity.) Refers to the equitable distribution of educational benefits among all of the diverse groups of the State.



*San Luis Obispo 11/16/95*

Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- -93/PPC  
RESOLUTION ON  
EVALUATION OF COLLEGE DEANS OR  
EQUIVALENT ADMINISTRATORS

- WHEREAS, The dean/equivalent administrator has primary responsibility for leadership of the college/equivalent academic unit in the allocation and utilization of financial resources, quality of academic programs, admission and dismissal of students, appointment, retention, tenure and promotion action, long-range direction of the college/equivalent academic unit, development of external financial resources and the representation of the college/equivalent academic unit both internal to the university and to external constituents; and
- WHEREAS, The faculty of a college/equivalent academic unit are directly affected by the dean/equivalent administrator's performance in meeting these responsibilities; and
- WHEREAS, The dean/equivalent administrator's evaluation by the faculty is utilized for the purpose of providing evaluative information to the dean/equivalent administrator and the Vice President for Academic Affairs; and
- WHEREAS, Each probationary and tenured faculty member, regardless of time base, including those persons in the Faculty Early Retirement Program (FERP), has a professional responsibility to complete the evaluation form in order to provide useful and timely input to the Vice President for Academic Affairs; and
- WHEREAS, The Vice President for Academic Affairs evaluates the deans/equivalent administrators every three years; therefore, be it
- RESOLVED: That the attached evaluation form be adopted for use by the faculty in evaluating the dean/equivalent administrator of each college/equivalent academic unit annually; and, be it further

RESOLUTION ON EVALUATION OF COLLEGE DEANS  
OR EQUIVALENT ADMINISTRATORS  
AS- -93/PPC  
Page Two

- RESOLVED: That the Library may develop an evaluation form appropriate for its use subject to the approval of the Academic Senate and the Vice President for Academic Affairs; and, be it further
- RESOLVED: That the Academic Senate recommend that said evaluation results be ~~a major part of~~ carefully considered by the Vice President for Academic Affairs in her/his evaluative consideration of each dean/equivalent administrator; and, be it further
- RESOLVED: That the Vice President for Academic Affairs report to each college/equivalent academic unit's faculty the number and percentage of faculty in that college/equivalent academic unit that responded to the dean/equivalent administrator's evaluation and that a summary of the evaluation results be placed in the dean/equivalent administrator's personnel file.

Proposed by the Academic  
Senate Personnel Policies  
Committee  
Revised November 9, 1993

## ANNUAL EVALUATION OF COLLEGE DEANS and EQUIVALENT ADMINISTRATORS

Faculty completion of this evaluation form is of utmost importance if it is to be given serious consideration by the Vice President for Academic Affairs in his evaluation of the dean/equivalent administrator. Good performance should be recognized and inadequate performance should be identified.

DEAN/EQUIVALENT ADMINISTRATOR: \_\_\_\_\_

Please rate your dean/equivalent administrator's performance this academic year, using the scales provided for each item. ~~Respond on the enclosed scantron form.~~

Scale: Outstanding=A, Good=B, Fair=C, Poor=D, Not Applicable=E, Not Observable=F

- |   |             |
|---|-------------|
| 1. Engages in effective strategic planning  | A B C D E F |
| 2. Promotes improvements in goals, objectives, policies and procedures  | A B C D E F |
| 3. Supports and recognizes professional development and accomplishments of faculty  | A B C D E F |
| 4. Recognizes and rewards faculty service   | A B C D E F |
| 5. Recognizes and rewards excellence in teaching  | A B C D E F |
| 6. Recognizes and rewards effective student advising  | A B C D E F |
| 7. Effectively advocates college/equivalent academic unit's positions and concerns to the university administration                           | A B C D E F |
| 8. Encourages and supports affirmative action and cultural diversity in recruiting and retention of high quality faculty, staff, and students | A B C D E F |
| 9. Demonstrates sensitivity to student needs in a multi-cultural educational environment  | A B C D E F |
| 10. Fosters effective communications with alumni and community  | A B C D E F |
| 11. Administers established policy fairly   | A B C D E F |
| 12. Adequately explains decisions which reverse or modify established college/department policy   | A B C D E F |
| 13. Makes reasoned decisions in a timely manner   | A B C D E F |
| 14. Plans and allocates budget resources openly and fairly  | A B C D E F |
| 15. Provides faculty with periodic (at least annually) reports of the allocations and uses of funds   | A B C D E F |
| 16. Actively seeks supplemental financial support for new and existing programs   | A B C D E F |
| 17. Manages personnel relations effectively   | A B C D E F |
| 18. Handles conflicts and differences diplomatically and effectively  | A B C D E F |
| 19. Communicates effectively  | A B C D E F |
| 20. Solicits input and consults with faculty when appropriate   | A B C D E F |
| 21. Is willing to consider alternative points of view   | A B C D E F |
| 22. Provides opportunities to make her/himself available to the faculty   | A B C D E F |
| 23. How do you rate the dean/equivalent administrator overall   | A B C D E F |

**Please provide written comment in response to the following:**

- 24a. Please describe any actions by your dean/equivalent administrator that you have been especially pleased with during the year:
- 24b. Please describe any actions by your dean/equivalent administrator that you have been especially displeased with during the year:
25. What suggestions do you have for how your dean/equivalent administrator could improve her/his functioning: